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ABSTRACT

The Dissemination and Diffusion Section, Florida Division of Vocational Education, provides vocational educators with innovative educational materials and technical assistance on their use. Dissemination and diffusion are often aimed at the awareness/interest level, but teacher surveys and site visits have indicated that continued contact with human and material resources is needed to support instructors as they move through the implementation process. A user support network provides teachers with access to these resources. In planning for creating support networks, the dissemination and diffusion staff revisits each project after initial dissemination to talk with project participants, conduct impact assessment and/or teacher surveys, develop an inservice component, and recruit a task force for planning and coordinating activities and resources needed to support product implementation. A dissemination and diffusion plan is developed to coordinate all information. A free-standing support network with emphasis on local-level expertise and resources results. Following the six-page narrative are a dissemination and diffusion plan, an awareness packet on the employability skills support network and efforts of the task force on the series, and other materials relating to the employability skills series user support network (letters to prospective members, workshop invitation, network members training workshop agenda, newsbrief). (YLB)

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User Networks to Support the Implementation of New Curriculum Products

Sarah Dame Wargo

Florida Divsion of Vocational Education

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CE 038815

USER NETWORKS TO SUPPORT THE IMPLEMENTATION OF NEW CURRICULUM PRODUCTS: A TIMELY APPROACH TO LOCAL STAFF DEVELOPMENT

The Dissemination and Diffusion Section, Florida Division of Vocational Education, provides vocational educators in Florida with innovative educational materials and technical assistance in their use. The diffusion process moves through stages from initial awareness of a product to the implementation of the product in the classroom. Figure 1 provides a description of diffusion stages.

In the process of trying to get as many new products into the hands of teachers, dissemination and diffusion are often aimed at the awareness/interest level: making teachers aware of new materials, getting materials into the classroom, and providing basic training on how to use them. Such strategies as workshops, articles, information sheets and conference presentations are used. These means are appropriate for the early stages of the diffusion process, but the result is that teachers are left with a set of materials, with little knowledge of the human and material resources needed to support their use. Teacher surveys and site visits have indicated that in order to fully implement a curriculum product, continued contact with human and material resources is needed to support instructors as they move through the implementation process. A user support network provides teachers with access to these resources. Linkage among classroom teachers, teacher educators, local Teacher Education Center staff and other advocates/experts comes into play, replacing the original top-down diffusion of a new curriculum product (see Figure 2).

In planning for creating support networks, the dissemination and diffusion staff re-visits each project after initial dissemination. These steps occur: (1) talk with those associated with the project, (2) conduct impact assessment and/or teacher survey, including telephone contact, site visit or written survey, (3) develop inservice component for inclusion in Master Inservice Plan (4) recruit a Task Force for planning and coordinating activities and resources needed to support implementation of the product. A Dissemination and Diffusion Plan is developed to coordinate all information (see Appendix A). A free-standing support network with emphasis on local-level expertise and resources is the result.

One example of a user support network is the one recently set up for the Employability Skills Series. The Employability Skills Series is a set of competency-based instructional materials on how to get and keep a job which was developed and disseminated by the Florida Division of Vocational Education. A brochure describing the materials is included in Appendix B. Dissemination of the Series began in 1977. Since then, major efforts have been made to disseminate the materials and deliver basic inservice training on how to use them. The flow of information has been primarily top-down (see Figure 2). Now that the materials have been in the field for several years, linkage of the local resources teachers have developed to support their use is needed. For this purpose, a Task Force composed of representatives from all phases of vocational education who have interest in and expertise in the use of these

materials was formed. The Task Force includes teachers and administrators from Career Education, Education for the Handicapped, Bilingual Education, Guidance and Counseling, Teacher Education and Vocational Programs.

The goal of the Task Force is two-fold: (1) to saturate the Florida educational system with information on the merit and availability of the Series, and (2) to offer assistance in the use of the Series through a user support system. More specifically, the Task Force will (1) correlate the learning objectives in the Series with other sets of objectives in various program areas, (2) develop additional materials for use with the Series, including videotapes, an up-dated resource guide, and a programmed in-service workbook, (3) create a resource bank composed of materials, methods, and users who will serve as trainers or consultants for the Series, (4) include information on the materials and how they are being used in newsletters, publications and meetings, (5) include a user questionnaire and information on how to use the materials with materials shipments. The Task Force effort will be publicized through an awareness packet which will be mailed to teachers and administrators across the state (see Appendix B).

A similar support network is being developed for the Industrial Education area. It is hoped that support networks will be developed for every vocational area where a need is shown. Through these efforts, the Florida Division of Vocational Education is providing not only access to, but also support for the implementation of innovative curriculum products.

I. Initial Awareness
Stage of Concern: awareness
Level of Use: non-use
Descriptors: Product exists, passive user group, surface information, brochure, mailout

II. Secondary Awareness
Stage of Concern: informational
Level of Use: orientation
Descriptors: in-depth information, users seek information, orientation to use, personal visit, awareness presentation

III. Pre-implementation training
Stage of Concern: personal
Level of Use: preparation
Descriptors: positive user reaction, planning to use, how this will effect me?, trial use, inservice workshop

IV. Implementation
Stage of Concern: management, consequences
Level of Use: mechanical, routine
Descriptors: initial use; working bugs out; setting up routine system for use; effect on teacher roles, students, administrators; classroom organization; reactions of teachers, students, administrators

V. Post-implementation
Stage of Concern: collaboration, refocusing
Level of Use: refinement, integration, renewal
Descriptors: follow-up assistance and evaluation, impact assessment, coordination with other users, changes and substitutions in materials, a better way, modification in other setting, re-thinking

Figure 1
Levels of Diffusion

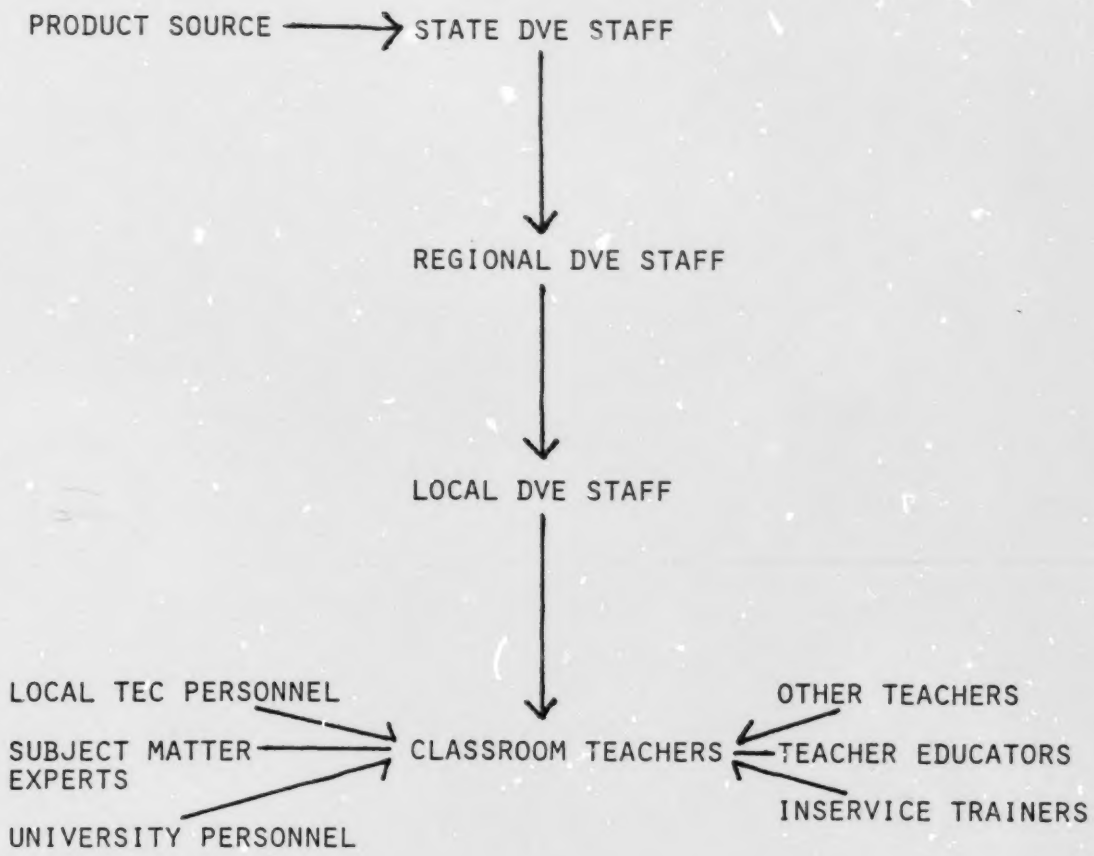


Figure 2

The Diffusion Model

APPENDIX A:

DISSEMINATION & DIFFUSION PLAN

Electrical Wiring/Industrial Electricity
Suitable for Academically Disadvantaged
(Name of Project)

ACTIVITY	WHEN	PERSON RESPONSIBLE	MATERIALS NEEDED
Distribution of Awareness Flyer	1981 FVA August Conference	Project Manager, D/D Consultant	Awareness Flyer
Direct Mailing of Awareness Population Flyer Members	Fall 1981	D/D Consultant	Cover Memo; Awareness Flyer
Three hour in-service session	1981 FATIE Conference (October)	Committee Members, Regional Program Consultants, Project Director, D/D Consultant	1. Information on working with disadvantaged learners 2. See recommended product list on attached D/D Plan.
Local In-service for Target Members not Attending FATIE	Nov. 1981-May 1982	Regional Program Consultants	Recommended Products
Impact Assessment	May 1983	D/D Section	1. Questionnaire 2. List of Target Population Members
Follow-up Diffusion Begins	May 1983	D/D Consultant, Regional Program Consultants, Teacher Educators	None
Begin incorporating materials into pre-service and in-service teacher education courses	Fall 1981	Teacher Educators for Industrial Education	Recommended Product

FINAL DRAFT D/D PLAN
ELECTRICAL WIRING/INDUSTRIAL ELECTRICITY
SUITABLE FOR ACADEMICALLY DISADVANTAGED

I. In response to the need for competency-based curriculum materials suitable for academically disadvantaged learners, the Division of Vocational Education will disseminate a curriculum package for secondary and postsecondary Electrical Wiring/Industrial Electricity Programs. Recommended products include:

Purchase

Instructional materials from AAVIM (American Association for Vocational Instructional Materials).

1. Understanding Electricity and Electrical Terms
2. Electric Wiring
3. Maintaining the Lighting and Wiring System
4. Transparency Masters for Understanding Electricity and Electrical Terms

Reproduce and Print

Electricity related slide/tapes from Air Conditioning-Refrigeration Competency-based modules developed by the Kentucky Department of Education (Includes scripts of tapes).

Reprint

Course of Study for Electrical Occupations (State of Florida, 1980).

Acquire

Guidelines for the Review and Selection of Instructional Materials for Competency-Based Education (State of Florida, 1980).

Keys to Managing Competency-Based Instruction
(State of Florida, 1977)

A. Benefits

1. Teachers

a. Provide a framework for teaching academically disadvantaged learners.

b. Provide competency-based materials including instructor guides and criterion-referenced tests for academically disadvantaged learners.

c. Provide a comprehensive list of references.

2. Students

Provide competency-based materials including learning activities and student guides geared to the level of the academically disadvantaged learner.

3. Employers and General Public

Enable potential employers and others to determine what skills and knowledge a student possesses after successfully completing the program.

4. Administrators

Provide an effective basis for meeting the needs of the academically disadvantaged learner within the confines of the regular vocational program.

B. Target Population

1. Purchased Materials

a. Instructors of Electrical Wiring/Industrial Electricity Programs in high schools, vocational-technical centers, and community colleges.

b. District supervisors of Industrial Education.

c. Florida Educators Information Service (FEIS).

d. Department of Corrections.

e. Appropriate Division of Vocational Education (DVE) staff.

f. Teacher Educators of Industrial Education.

2. Reprinted Materials

a. Instructors of Industrial Electricity Programs in high schools, vocational-technical centers, and community colleges.

3. Reproduced Materials (Slides/Tapes)

a. One set per program for Electrical Wiring/Industrial Electricity Programs in high schools, vocational-technical centers, and community colleges.

b. District supervisors of Industrial Education.

c. Florida Educators Information Service (FEIS).

d. Department of Corrections

e. Appropriate DVE staff.

f. Teacher Educators of Industrial Education (one set per university).

g. Southeast Network for Curriculum Coordination.

3. The requested number of products and workshop materials will be delivered by the D/D Section to the location specified by the Regional Program Consultant at least three work days prior to the planned activities.

4. Local transportation of all materials will be the responsibility of the Regional Program Consultant.

5. Copies for new teachers and teachers who miss the workshops will be handled by mail from the D/D Section as requested by the Regional Program Consultant, who will assure that the recipient receives appropriate in-service and completes the Educational Products Receipt form and returns it to the D/D Section.

F. Dissemination Resource Budget

1. Financial

a. The D/D Section funds will be used for distribution costs of the materials to the Regions.

b. The D/D Section budget will be used to cover D/D staff travel to attend those local workshops where assistance is requested.

c. The Regional Office budget will be used to cover Regional Program Consultant travel to attend and conduct local workshops or perform other local dissemination activities.

d. Any payment for travel or other expenses for target group members attending workshops will be the responsibility of the local education agencies and/or target group members.

e. The D/D Section budget will be used for mailing to fulfill subsequent requests for this publication.

2. Personnel

a. The Center for Studies in Vocational Education will provide services for the D/D staff member to develop the D/D Plan.

b. The D/D Section will provide staff to develop supplemental workshop forms, assist in setting up and conducting workshops, analyze impact, coordinate D/D activities, and will handle follow-on materials requests and impact analysis.

c. The Regional Offices will provide for services of Regional Program Consultants to assist in conducting workshops, impact assessment, and evaluation.

d. Local education agencies will provide time out of the regular school day for target group members to attend workshops.

3. Material

a. The CSVE and FEIS will provide the materials.

h. Division of Community Colleges.

4. Acquired Materials

All members of the target population will receive acquired materials.

II. Dissemination Plan

A. Materials Review and Approval

1. The Project Committee and Occupational Program Director will review the material for adequacy and accuracy.

2. The Division Director and Bureau Chiefs will grant approval for printing and purchasing.

3. Prior to being submitted for reproduction, the materials will be reviewed by the DVE Curriculum Coordinator for compliance with the DOE regulations.

B. Materials Production

1. Assigned D/D staff member will determine total quantity of materials to be produced.

2. The Center for Studies in Vocational Education (CSVE) will arrange for the reproduction, reprinting, and acquisition of the required materials and for their delivery to the D/D Section.

3. FEIS will arrange for the purchase of the required materials and for their delivery to the D/D Section.

C. Storage requirements will be assumed by the D/D Section.

D. The D/D Section will prepare the necessary forms and supply them in sufficient quantities to meet dissemination and diffusion activity requirements. The forms include:

1. Workshop Attendance List
2. Workshop Evaluation
3. Educational Products Receipt
4. Impact Assessment Questionnaire

E. Distribution

1. Copies of the materials will be provided to the Occupational Program Director, Regional Program Administrator, and Regional Program Consultants immediately after production.

2. Sufficient quantities of the materials, attendance list forms, workshop evaluation forms, etc., for local in-service activities will be requested by the Regional Consultants three weeks prior to the date of the planned activity.

b. Public meeting facilities will be used for workshops.

c. The D/D Section will provide supplemental workshop forms and materials.

III. Diffusion Plan

A. Objectives

1. Make target group aware of the curriculum materials, their source, content, validity, application, and use.

2. Generate interest in the materials on the part of target group members.

3. Persuade target group members to implement at least portions of the materials on a trial basis.

4. Assure acceptance of the materials by members of the target group.

B. Diffusion Activities

1. The OPD will identify program areas and courses to receive the instructional package.

2. The Regional Program Consultants, in consultation with the Regional Program Administrators, the Occupational Program Director, and the Center for Studies in Vocational Education D/D staff members, will identify programs and instructors within each region who will receive this instructional package and appropriate training. This will be reflected in the Regional Appendices.

3. An awareness flyer announcing the forthcoming materials will be distributed at the 1981 August Conference and through direct mailings to the target population.

4. A three-hour workshop conducted by Committee members, Regional Consultants, and others will be held at the FATIE Conference in October, 1981. Proposed components of the workshop are:

a. One-hour in-service session on working with academically disadvantaged learners.

b. Two-hour orientation to curriculum materials.

5. Regional Program Consultants will plan and conduct regional drive-in workshops. Project Committee members and previously trained teachers from each region will assist in conducting the workshops.

6. Target group members will be notified of required workshops through a method to be determined.

7. A person or persons to be named will request appropriate quantities of materials for the Statewide workshop from the D/D section in time to have them available for the workshop and will specify destination and recipient.

8. Regional Program Consultants will request appropriate quantities of materials

for the local workshops from the D/D Section and will specify destination and recipient.

9. Records of the workshop, including a list of participants, Educational Products Receipt forms, and any comments will be forwarded to the D/D Section through the D/D Consultant (Statewide workshop) or the Regional Program Consultant (local workshops).

10. Following each workshop, the Regional Program Consultant or other workshop leader will evaluate its effectiveness and adjust the approach to improve the effectiveness of the succeeding ones.

11. New teachers and teachers who missed regularly scheduled training activities will be offered a make-up experience arranged by the Regional Consultant (conducted during program visit or by using another locally trained teacher, etc.). The Regional Consultant will see that materials delivered in this manner are duly recorded on an Educational Products Receipt form.

12. Local vocational educators will be encouraged to seek support of diffusion activities through local Teacher Educator Centers. To assist in this effort, a sample component is attached which could be used as a part of a master in-service plan.

13. The teacher educator associated with this project will be asked to identify activities to encourage the involvement of other teacher educators.

14. Industrial Education teacher educators will incorporate an appropriate introduction to and instruction in the use of these materials in pre-service and in-service teacher education courses.

IV. Dissemination/Diffusion Impact Assessment

A. On-going

1. The D/D Section will determine, from Workshop Attendance List forms, the percentage and categories of target group members reached through initial dissemination/diffusion activities.

2. The D/D Section will determine, from requests for additional materials and from Educational Products Receipt forms submitted by Regional Consultants and local administrators, the percentage of remaining target group members reached.

3. The Regional Program Consultant will determine diffusion effectiveness from informal analysis of Workshop Evaluation forms.

4. The D/D Section will accumulate and evaluate comments from the Regional Program Consultants, local administrators, and teachers on the effectiveness of diffusion strategies and suggestions for improved strategies.

5. The Regional Program Consultant will adjust plans, schedules, activities, and techniques as necessary in accordance with above determinations.

6. Regional Program Consultants will determine, during regular program

visitations, the application being made on the materials in programs.

B. A formal impact assessment of target group members will be made approximately one year following completion of the initial dissemination effort by D/D Section.

V. Follow-on Activities

A. Evaluation

1. An Evaluation Plan and documentation will be provided by the Evaluation Section.

2. The Regional Offices will provide assistance on the part of Regional Program Consultants to assist in the evaluation.

B. Follow-on Dissemination and Diffusion

1. The D/D Section will direct the shipment or mailing of materials to local educational agencies for continued local D/D activities for new teachers and those not reached in the initial in-service activities.

2. Regional Program Consultants will assist (1) local educational agencies in D/D activities, (2) D/D Consultants in impact assessment, and (3) the Evaluation Section in evaluation activities.

3. After impact assessment has been initiated, the D/D Consultant will meet with appropriate DVE personnel, including teacher educators associated with the Project, to draft an addendum to the D/D Plan including follow-on diffusion activities. The usual approval cycle will be used for this addendum.

MSB/gdw

attachments

(Code: DD-IV)

Sample Component

Workshops for In-Servicing Electrical Wiring/Industrial Electricity (Academically Disadvantaged) Curriculum

Number: 1 - 50 - * - 5 - 0

In-service Points: **

General Objectives:

To orient target Industrial Education teachers and district supervisors to the use of Electrial Wiring/Industrial Electricity Curriculum Package and to distribute the publications to workshop participants.

Specific Objectives:

1. To distribute Electrical Wiring/Industrial Electricity materials to teachers and supervisors.
2. To make teachers and supervisors aware of the publications, their source, content, validity and application.
3. To instruct teachers and supervisors in the use of the curriculum package.

Description/Activities:

Specific activities will be determined by workshop directors. These may include:

1. General overview of the materials and their relationship to the program area.
2. Discuss the organization and implementation of the materials.
3. Discuss ways of tailoring existing instructional materials to supplement the curriculum package.
4. Share ideas of teachers who have innovative Electrical Wiring/Industrial Electricty instructional techniques.

Evaluation:

The Division of Vocational Education will provide a workshop evaluation at the end of each workshop. Impact studies will be made from six months to a year after a workshop is held to determine the successful use of the curriculum materials.

*This number will vary for each district. The preceding number (50) indicates that the component is a vocational component and the * asterick denotes the sequential number of the vocational component (e.g. 1, 2, 3, 4, etc.).

**In-service points are assigned by local teacher education centers and may vary for each district.

(One-day workshops, which accrue six (6) in-service points, will provide for most of the workshops which will be scheduled)

TARGET POPULATION ADDENDUM

PRINT/PURCHASE

(circle one)

PROJECT TITLE: Electrical Wiring/Industrial Electricity (Academically Disadvantaged)

PUBLICATION TITLE: *American Association for Vocational Instructional Materials

ANTICIPATED AVAILABILITY DATE: School Year 1981-1982

REQUIRED QUANTITIES and DISTRIBUTION (Complete categories appropriate to this publication only):

NUMBER	POPULATION	RESPONSIBLE
139	Teachers from following disciplines: Electrical Wiring/Industrial Electricity (Number of teachers by region: Region I 12; 6 ; Region II 12/8 ; Region III 10; 13 ; Region IV 29; 26 ; Region V 7; 16)	Reg. Con.
8	Teacher Educators	D/D
	District Vocational Education Directors	D/D
20	District Supervisors	Reg. Con.
	Occupational Deans of Community Colleges	D/D
5	DOE Regional ~~Program Administrators and~~ Consultants	D/D
	Area Vocational-Technical Centers	D/D
3	FEIS, ~~State Libraries~~	D/D
0	Department of Corrections	D/D
2	Appropriate DVE Staff (OPD; Youth Consultant)	D/D
3	D/D Section Files	D/D
	Center for Studies in Vocational Education	D/D
32	Teacher Turn-over	D/D
	Others	D/D
	Southeast Network for Curriculum Coordination	D/D
223	TOTAL TO BE PRINTED/PURCHASED (Circle One)	

Other Specific D/D Requirements:

*AAVIM TITLES

1. Understanding Electricity and Electrical Terms
2. Electric Wiring
3. Maintaining the Lighting and Wiring System
4. Transparency Masters for Understanding Electricity and Electrical Terms

TARGET POPULATION ADDENDUM

Acquire

PRINT/PURCHASE

(circle one)

PROJECT TITLE: Electrical Wiring/Industrial Electricity Academically Disadvantaged

PUBLICATION TITLE: Guidelines for Review/Selection of Instructional Materials for Competency-Based Education

ANTICIPATED AVAILABILITY DATE: School Year 1981-1982

REQUIRED QUANTITIES and DISTRIBUTION (Complete categories appropriate to this publication only):

NUMBER	POPULATION	RESPONSIBLE
139	Teachers from following disciplines: Electrical Wiring/Industrial Electricity	Reg. Con.
	(Number of teachers by region: Region I 12;6 ; Region II 12; 9 ; Region III 10; 13 ; Region IV 29; 26 ; Region V 7; 16)	
8	Teacher Educators	D/D
	District Vocational Education Directors	D/D
20	District Supervisors	Reg. Con.
	Occupational Deans of Community Colleges	D/D
5	DOE Regional ~~Program Administrators and~~ Consultants	D/D
	Area Vocational-Technical Centers	D/D
	FEIS, State Libraries	D/D
2	Division of Community Colleges	D/D
1	Department of Corrections	D/D
2	Appropriate DVE Staff (OPD; Youth Consultant)	D/D
	D/D Section Files	D/D
	Center for Studies in Vocational Education	D/D
50	Teacher Turn-over	D/D
	Others	D/D
7	Southeast Network for Curriculum Coordination	D/D
234	TOTAL TO BE PRINTED/PURCHASED (Circle One)	

Other Specific D/D Requirements:

TARGET POPULATION ADDENDUM

Acquire

PRINT/PURCHASE

(circle one)

PROJECT TITLE: Electrical Wiring/Industrial Electricity (Academically Disadvantaged)

PUBLICATION TITLE: Keys to Managing Competency-Based Instruction

ANTICIPATED AVAILABILITY DATE: School Year 1981-1982

REQUIRED QUANTITIES and DISTRIBUTION (Complete categories appropriate to this publication only):

NUMBER	POPULATION	RESPONSIBLE
139	Teachers from following disciplines: Electrical Wiring/Industrial Electricity	Reg. Con.
	(Number of teachers by region: Region I: 12;6 ; Region II: 12; 9 ; Region III: 10; 13 ; Region IV: 29; 26 ; Region V: 7; 16)	
8	Teacher Educators	D/D
--	District Vocational Education Directors	D/D
20	District Supervisors	Reg. Con.
	Occupational Deans of Community Colleges	D/D
5	DOE Regional ~~Program Administrators~~ and Consultants	D/D
	Area Vocational-Technical Centers	D/D
	FEIS, State Libraries	D/D
2	Division of Community Colleges	D/D
1	Department of Corrections	D/D
2	Appropriate DVE Staff (OPD; Youth Consultant)	D/D
	D/D Section Files	D/D
	Center for Studies in Vocational Education	D/D
50	Teacher Turn-over	D/D
	Others	D/D
7	Southeast Network for Curriculum Coordination	D/D
234	TOTAL TO BE PRINTED/PURCHASED (Circle One)	

Other Specific D/D Requirements:

TARGET POPULATION ADDENDUM

PRINT/PURCHASE

(circle one)

PROJECT TITLE: Electrical Wiring/Industrial Electricity for Academically Disadvantaged

PUBLICATION TITLE: EW/IE Slide Tape (Kentucky) Scripts

ANTICIPATED AVAILABILITY DATE: School Year 1981-1982

REQUIRED QUANTITIES and DISTRIBUTION (Complete categories appropriate to this publication only):

NUMBER	POPULATION	RESPONSIBLE
139	Teachers from following disciplines: Electrical Wiring/Industrial Electricity	Reg. Con.
	(Number of teachers by region: Region I 5;3 ; Region II 12/2 ; Region III 7;1 ; Region IV 9;5 ; Region V 6;3)	
8	Teacher Educators	D/D
	District Vocational Education Directors	D/D
20	District Supervisors	Reg. Con.
	Occupational Deans of Community Colleges	D/D
5	DOE Regional ~~Program Administrators and~~ Consultants	D/D
	Area Vocational-Technical Centers	D/D
3	FEIS, ~~State Libraries~~	D/D
2	Division of Community Colleges	D/D
1	Department of Corrections	D/D
2	Appropriate DVE Staff (OPD; Youth Consultant)	D/D
3	D/D Section Files	D/D
	Center for Studies in Vocational Education	D/D
50	Teacher Turn-over	D/D
1	*Others: Kentucky DOE	D/D
	Southeast Network for Curriculum Coordination	D/D
234	TOTAL TO BE PRINTED/PURCHASED (Circle One)	

Other Specific D/D Requirements:

*Melissa Briscoe
Competency-Based Vocational Education Unit
Department of Education
Capital Plaza Tower, Room 1912
Frankfort, KY 40601

TARGET POPULATION ADDENDUM

PRINT/PURCHASE

(circle one)

PROJECT TITLE: Electrical Wiring/Industrial Electricity for Academically Disadvantaged

PUBLICATION TITLE: EW/IE Slide/Tapes (Kentucky)

ANTICIPATED AVAILABILITY DATE: School Year 1981-1982

REQUIRED QUANTITIES and DISTRIBUTION (Complete categories appropriate to this publication only):

NUMBER	POPULATION	RESPONSIBLE
53	Teachers from following disciplines: Electrical Wiring/Industrial Electricity	Reg. Con.
	(Number of teachers by region: Region I 5;3 ; Region II 12/2 ; Region III 7;1 ; Region IV 9;5 ; Region V 6;3)	
6(1 set per University)	Teacher Educators (Industrial Education)	D/D
	District Vocational Education Directors	D/D
20	District Supervisors	Reg. Con.
	Occupational Deans of Community Colleges	D/D
5	DOE Regional Program Administrators and Consultants	D/D
	Area Vocational-Technical Centers	D/D
3	FEIS, State Libraries	D/D
2	Division of Community Colleges	D/D
1	Department of Corrections	D/D
1	Appropriate DVE Staff (OPD: Youth Consultant)	D/D
3	D/D Section Files	D/D
	Center for Studies in Vocational Education	D/D
	Teacher Turn-over	D/D
1	*Others Kentucky DOE	D/D
	Southeast Network for Curriculum Coordination	D/D
95	TOTAL TO BE PRINTED/PURCHASED (Circle One)	

Other Specific D/D Requirements:

*Melissa Briscoe
Competency Based Vocational Education Unit
Department of Education
Capital Plaza Tower, Room 1912
Frankfort, KY 40601

TARGET POPULATION ADDENDUM

PRINT/PURCHASE

(circle one)

PROJECT TITLE: Electrical Wiring/Industrial Electricity (Academically Disadvangated)

PUBLICATION TITLE: Course of Study for Electrical Occupations

ANTICIPATED AVAILABILITY DATE: School Year 1981-1982

REQUIRED QUANTITIES and DISTRIBUTION (Complete categories appropriate to this publication only):

NUMBER	POPULATION	RESPONSIBLE
69	Teachers from following disciplines: Industrial Electricity	Reg. Con.
	(Number of teachers by region: Region I 6 ; Region II 8 ; Region III 13 ; Region IV 26 ; Region V 16)	
	Teacher Educators	D/D
	District Vocational Education Directors	D/D
	District Supervisors	Reg. Con.
	Occupational Deans of Community Colleges	D/D
	DOE Regional Program Administrators and Consultants	D/D
	Area Vocational-Technical Centers	D/D
	FEIS, State Libraries	D/D
	Division of Community Colleges	D/D
	Department of Corrections	D/D
	Appropriate DVE Staff (OPD; Youth Consultant)	D/D
	D/D Section Files	D/D
	Center for Studies in Vocational Education	D/D
23	Teacher Turn-over	D/D
	Others	D/D
	Southeast Network for Curriculum Coordination	D/D
92	TOTAL TO BE PRINTED/PURCHASED (Circle One)	

Other Specific D/D Requirements:

APPENDIX B:

Employability Skills Series

Support Network Awareness Packet

ESS

FOR SUCCESS

WHAT IS IT?

There's a lot more to a job than doing the job.

Ask any employer: Job skills alone won't guarantee on-the-job success. Your students also need *employability skills*—the nontechnical know-how it takes to get and keep a job.

Now, with the Employability Skills Series, you can make sure your students get the work-world savvy they need to get a start or get ahead. If you teach Spanish-speaking students, you'll be glad to know the materials will soon be available in Spanish, too.

The six easy-to-read student booklets, suitable for eighth-graders through adults, zero in on the basics of successful career building, from first Social Security card to mid-career changes: choosing an occupation, locating job openings, applying for a job, managing personal finances, developing good work habits, and changing jobs.

Each booklet is a self-contained unit, so you can mix and match the ones your students need most. And because the units are self-instructional, you can choose the teaching method that suits you best: individualized, small group, or whole class. The instructor's guides give you tips on managing instruction, ideas for enrichment activities, additional resources, and handy record sheets for charting student progress.

The materials are competency-based, so both you and the student know exactly what is expected of the student. Instruction and activities are matched to two kinds of objectives: performance objectives (what the student should be able to *do*) and knowledge objectives (what the student should *know*). In *Applying for a Job*, for example, one of the performance objectives is to write a resume; one of the knowledge objectives is to list four kinds of information to give during a job interview.

For each performance objective, there's a performance test in the student booklet, complete with directions and the checklist the work will be measured against. Written unit tests in the instructor's guides measure the knowledge objectives. In both cases, students are given the standards for passing and encouraged to keep working on the objectives until they master the competencies.

Developed in Florida, the materials have been field-tested in schools throughout the state and thoroughly revised to make sure they are appropriate, appealing, and—most important—highly effective.

Take a few minutes now to look through the series objectives and fill out the order form. Your students will thank you for it. So will the people who hire them.

Special Features of the *Employability Skills Series*

- **fifth-grade reading level**
- **competency-based**
- **objectives validated by educators and employers**
- **self-instructional**
- **flexible format**
- **developed and field-tested in Florida schools**

Do Your Students Know . . .

what kinds of personal information to use when choosing an occupation

how to find out what their abilities, interests, work preferences, and values are

what types of job information to collect before choosing an occupation

how to get information about an occupation from print and nonprint sources

Can Your Students . . .

collect information about an occupation from printed information, interviews with workers, and other sources

compare their personal traits to those of two different occupations

If Not, They Need *Choosing an Occupation*

Do Your Students Know . . .

how to find out about job openings

how public and private employment agencies operate

what to look for in want ads

how to make contact with employers

Can Your Students . . .

fill out a Social Security card application

prepare a personal fact sheet

find the phone number and address of the nearest State Employment Service office and a private employment agency

list one local, one state, and one federal government office to contact for information about jobs

write a letter of application

ask about a job opening over the phone

If Not, They Need *Your Job Search*

Do Your Students Know . . .

how an employer can get information about a job applicant

what official papers they need for employment

what kinds of information to give and get from an interviewer

how to do well on preemployment tests

what factors to consider before accepting a job

Can Your Students . . .

write a resume

fill out a job application form

dress appropriately for a job interview

interview for a job

write a follow-up letter

If Not, They Need *Applying for a Job*

Do Your Students Know . . .

what the consequences of being absent or late may be

what to do if they must be absent or late

how to get help the first day on the job

what the consequences of stealing goods from work may be

what to do about safety hazards at work

what to do if they discover a better way to do their job

how to plan balanced meals

Can Your Students . . .

begin and finish a task on time

take a phone message correctly

complete a task without breaking safety rules

complete a task without wasting materials

clean and return tools and materials after completing a task

follow written instructions

follow oral instructions

If Not, They Need *Good Work!*

Do Your Students Know . . .

why paycheck deductions are made

what fringe benefits employers offer

what services taxes pay for

how to be smart shoppers

what the dangers of buying on credit are

what may happen if they don't make credit payments on time

why to keep a budget

what types of insurance are available

where to find low- and high-interest loans

what the benefits of a savings account are

Can Your Students . . .

fill out a federal income tax form

balance a personal budget

fill out a deposit slip

write a check

balance a checkbook

If Not, They Need *Personal Finances*

Do Your Students Know . . .

what qualities employers look for in making promotions

how to plan for a promotion

what good reasons for resigning from a job are

how to resign from a job

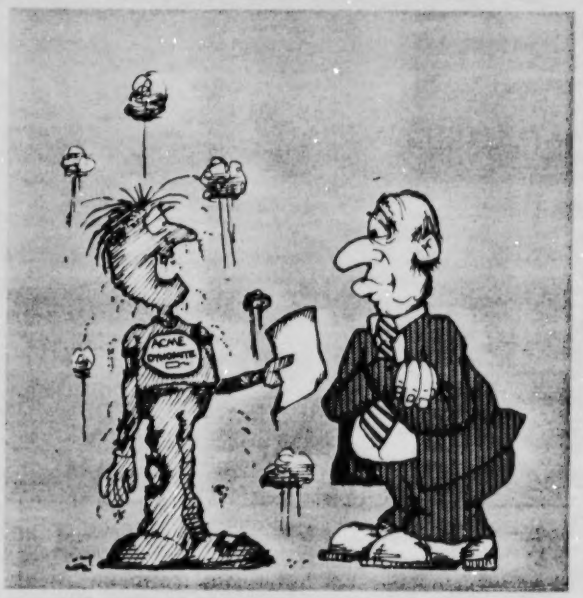
what the disadvantages to changing careers are

what to do if they lose a job

Can Your Students . . .

write a letter of resignation

If Not, They Need *Job Changes*



Order Form - The Employability Skills Series

English-language version (prices to Florida educators)
Student Booklets (consumable)

Title	Quantity	Total Cost
Choosing an Occupation	____ x $1.50 =	____
Your Job Search	____ x $1.50 =	____
Applying for a Job	____ x $1.50 =	____
Good Work!	____ x $1.50 =	____
Personal Finances	____ x $1.50 =	____
Job Changes	____ x $1.50 =	____

English-language version (prices to out-of-state purchasers)
Student Booklets (consumable)

Title	Quantity	Total Cost
Choosing an Occupation	_____ x $3.00 =	_____
Your Job Search	_____ x $3.00 =	_____
Applying for a Job	_____ x $3.00 =	_____
Good Work!	_____ x $3.00 =	_____
Personal Finances	_____ x $3.00 =	_____
Job Changes	_____ x $3.00 =	_____

Instructor's Guides

Title	Quantity	Total Cost
Choosing an Occupation	____ x $1.10 =	____
Your Job Search	____ x $1.10 =	____
Applying for a Job	____ x $1.10 =	____
Good Work!	____ x $1.10 =	____
Personal Finances	____ x $1.10 =	____
Job Changes	____ x $1.10 =	____
	TOTAL ENCLOSED $	_____

Instructor's Guides

Title	Quantity	Total Cost
Choosing an Occupation	_____ x $2.20 =	_____
Your Job Search	_____ x $2.20 =	_____
Applying for a Job	_____ x $2.20 =	_____
Good Work!	_____ x $2.20 =	_____
Personal Finances	_____ x $2.20 =	_____
Job Changes	_____ x $2.20 =	_____
	TOTAL ENCLOSED $	_____

Purchase Order #_____ (Please do not list P. O. Box numbers)

Bill to: _____ _____

_____

_____

Ship to: _____

_____

_____

For further information on the Spanish-language version, contact:
Dissemination and Diffusion Section • Bureau of Research, Dissemination, and Evaluation • Division of Vocational Education
Knott Building • Tallahassee, FL 32301

Please enclose payment with order. Make checks payable to Florida State University.

The Center for Studies in Vocational Education • 2003 Apalachee Parkway • Florida State University • Tallahassee, FL 32306

THE EMPLOYABILITY SKILLS SERIES

Spanish Language Version

WHAT IT IS...

The Spanish language version of the Employability Skills Series is a set of competency-based curriculum materials on how to get and keep a job, designed for Spanish-speaking students. The English language version of the Series has been disseminated among Florida educators since the spring of 1977 and is now widely used in educational institutions throughout the state.

HOW IT WAS DEVELOPED...

Under a grant from the Division of Vocational Education, State Department of Education, the Employability Skills Series was developed, field tested, and produced by The Center for Studies in Vocational Education at Florida State University. The original English version was translated into Spanish and then field tested by the Dade County Public School System.

WHO IT'S FOR...

The Series is aimed at Spanish-speaking students, with little or no knowledge of English, who are enrolled in vocational programs in high schools, middle schools, area vocational-technical centers, and community colleges.

WHAT'S IN IT... SIX CONSUMABLE STUDENT BOOKLETS

CÓMO ELEGIR UNA OCUPACIÓN (Choosing an Occupation)
How to obtain personal and occupational information necessary for choosing a career.

EN BUSCA DE EMPLEO (Your Job Search)
How to prepare for the job hunt, get leads on jobs, and make contact with employers.

SOLICITANDO EMPLEO (Applying for a Job)
How to write resumes, fill out application forms, take pre-employment tests, and interview for jobs.

¡ BUEN TRABAJO !
(Good Work!)
How to develop good work habits, such as completing tasks, observing safety rules, and following instructions.

FINANZAS PERSONALES (Personal Finances)
How to save money, shop for goods, fill out bank forms, plan a budget, and check payroll deductions.

CAMBIOS DE EMPLEO (Job Changes)
How to handle promotions, resignations, job losses, and career changes.

INSTRUCTOR GUIDE How to administer and enrich all six units and measure student performance.

FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment." Adopted, State Board of Education, Jan. 20, 1981.

This document was promulgated at a cost of $53.90, or $0.108 per copy, to inform educators about the availability of the Spanish Language version of the Employability Skills Series.

Produced by The Center for Studies in Vocational Education, Florida State University.
Sponsored and published by State of Florida, Department of Education, Tallahassee, Florida, Ralph D. Turlington, Commissioner. Affirmative action/equal opportunity employer. *Division of Vocational Education*
©State of Florida, Department of State, 1981
DVE/10/81/500

Order Form for
THE Employability Skills Series
Spanish Language Version

Student Booklets (consumable)	Prices to Florida Educators	Quantity	Total Cost	Prices to Out-of-State Purchasers	Quantity	Total Cost
Cómo Elegir Una Ocupación (Choosing an Occupation) Order Number CEO76	@$1.50	___	___	@$3.00	___	___
En Busca de Empleo (Your Job Search) Order Number CEO79	@$1.50	___	___	@$3.00	___	___
Solicitando Empleo (Applying for a Job) Order Number CEO77	@$1.50	___	___	@$3.00	___	___
¡Buen Trabajo! (Good Work!) Order Number CEO80	@$1.50	___	___	@$3.00	___	___
Finanzas Personales (Personal Finances) Order Number CEO78	@$1.50	___	___	@$3.00	___	___
Cambios de Empleo (Job Changes) Order Number CEO81	@$1.50	___	___	@$3.00	___	___
Instructor Guide Order Number CEO75	@$4.00	___	___	@$8.00	___	___
		Total: $_____			Total: $_____	

Purchase Order #:_____ (Please do not list P.O. Box numbers)

Bill to:

_____

_____

_____

Ship To:

_____

_____

_____

Please enclose payment with order. Make checks payable to Florida State University. Send orders to Dissemination and Diffusion Section • Bureau of Research, Dissemination, and Evaluation • Division of Vocational Education • Knott Building • Tallahassee, FL 32301.

Dissemination and Diffusion Section
Bureau of Research, Dissemination, and Evaluation
Division of Vocational Education
Knott Building
Tallahassee, FL 32301

Nonprofit Org.
U.S. Postage
PAID
Tallahassee, FL
Permit No. 59

WHERE DID IT ALL BEGIN?

1977 English Employability Skills Series disseminated through regional inservice workshops; local workshops conducted by trained leaders; about 400 institutions and trained leaders; 200 local workshops; 5000 teachers trained.

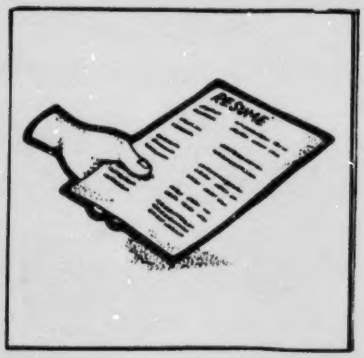
1978 Inservice workshops and class sets for middle school guidance departments.

1979 English version made available for sale; more than 100,000 books sold so far to cross-section of educators; more than 200,000 books disseminated in all.

1980 Class sets for IMTS centers; Spanish version disseminated state-wide.

1981 Spanish version made available for sale.

1982 Employability Skills Series Task Force established.



WHAT IS THE THE NETWORK?

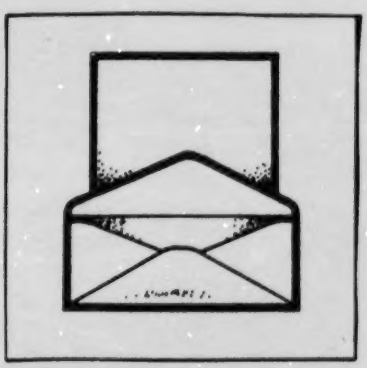
The network is composed of a cross-section of educators including classroom teachers and administrators from IMTS, Career Education, Special Education, Bi-lingual Education, Guidance, Teacher Education and Vocational Education, who have interest in and expertise in the use of the Employability Skills Series.

WHAT IS THE PURPOSE?

The goal of the network is two-fold: (1) to saturate the Florida educational system with information on the merit and availability of the Series, and (2) to offer assistance in the use of the Series.

HOW WILL IT BE DONE?

The network will (1) set up a communication system to disseminate information about the Series through channels such as educational organizations, meetings, conferences and newsletters, and (2) set up a user support system, or human resource bank, for the purpose of gathering and disseminating information and offering technical assistance in the use of the materials. More specifically, the network may (1) correlate the objectives in the Series with other sets of objectives, such as the Minimum Student Performance Standards, (2) develop video-tapes of inservice workshops and exemplary classrooms, (3) update the resource guide for the Series, (4) reprint the Participant's Guide to use in inservice workshops, (5) set up an information retrieval system (6) include information on the materials and how they are being used in newsletters, publications and meetings, (7) conduct awareness activities for the sale of the Spanish Series, (8) include information and a user questionnaire with materials shipments, (9) develop pre-service component for use with teacher education.



WHAT CAN I DO?

Do you want to become part of the network? Do you need assistance or information? Do you have questions, ideas, suggestions? The following people are regional contacts for the network. They can refer you to a network member near you. Call or write the contact nearest you, or contact:

Sarah Dame Wargo
Dissemination & Diffusion Section
Bureau of Research, Dissemination & Evaluation
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

(904) 488-0405, Suncom 278-0405

Dr. Dolores Robinson
Florida State University
College of Education
Educational Leadership
113 R Stone Building
Tallahassee, FL 32306
(904) 644-6029

Ms. Patricia Matusky Becton
IMTS
Central Florida Community College
Box 1388
Ocala, Florida 32678
(904) 237-2111, Suncom 340-1011

Mr. Charles Downing, Supervisor
Vocational Technical Education
1701 Prudential Drive
Jacksonville, FL 32207
(904) 390-2040

Dr. Etta McCullough
Zora Neale Hurston State Office
Building, Suite 602
400 W. Robinson Street
Orlando, FL 32801
(305) 432-6314, Suncom 344-6314

Mrs. Anna Delgado
NIPS Bilingual Program
Seminole Community College
Sanford, FL 32771
(305) 323-1450, Suncom 1011

Mr. Sam Brashear
Seminole Community College
Sanford, FL 32771
(305) 323-1450, Suncom 390-1011

Ms. Dolores Carol
Lee County Vocational Technical Center
3800 Michigan Avenue
Ft. Myers, FL 33901
(813) 334-4544

Ms. Ann McMichael, Coordinator
Career Education
East Side Annex
1005 East Broward Boulevard
Ft. Lauderdale, FL 33301
(305) 765-6480

Dr. Judith Stein, Director
Department of Career Education
Dade county School Board
1410 N.E. Second Avenue
Room 801
Miami, FL 33132
(305) 350-3764

Dr. Janice Sandiford
Florida International University
Tamiami Trail
Miami, FL 33199
(305) 554-2711, Suncom 441-2711

BEST COPY AVAILABLE

PLEASE COMPLETE AND RETURN TO THE ADDRESS ON THE BACK:

Employability Skills Series User Questionnaire

Name_____ Title_____ Grade Level_____

Program Area_____ School_____

Address_____ Phone_____

1. The Employability Skills Series contains the following components. Please check the titles you have used.

___ Choosing an Occupation, student booklet
___ Choosing an Occupation, Instructor's Guide
___ Como Elegir una Occupacion, student booklet Spanish version
___ Your Job Search, student booklet
___ Your Job Search, Instructor's Guide
___ En Busca de Empleo, student booklet, Spanish version
___ Applying for a Job, student booklet
___ Applying for a Job, Instructor's Guide
___ Solicitando Empleo, student booklet, Spanish version
___ Good Work, student booklet
___ Good Work, Instructor's Guide
___ Buen Trabajo, student booklet, Spanish version
___ Personal Finances, student booklet
___ Personal Finances, Instructor's Guide
___ Finanzas Personales, student booklet, Spanish version
___ Job Changes, student booklet
___ Job Changes, Instructor's Guide
___ Cambios de Empleo, student booklet, Spanish version
___ Instructor's Guide for Spanish version
___ Participant's Guide ,inservice booklet for users
___ Leader's Guide, inservice booklet for trainers
___ A Guide to Employability Skills Materials, resource guide

2. How have you used these materials?
___ as basic (core) classroom materials
___ as supplemental classroom materials
___ as reference materials
___ other_____

_____

3. Does your school or county have the capacity to
make videotapes? ___Yes ___ No
view videotapes? ___Yes ___ No

4. With which of the following groups have you used the materials?

____disadvantaged
____learning disabled
____emotionally handicapped
____mentally handicapped
____migrant
____bilingual
____veterans
____adults

5. Would you like to attend a workshop with other Employability Skills Series users to share ideas, methods and materials?

___Yes
___No

6. Would you like to conduct workshops to train other people how to use the Series?

____Yes
____No

7. Would you like to serve as a resource person for other users through site visits, phone calls, letters?

____Yes
____No

8. Briefly describe your use of the Employability Skills Series; Please include any use of videotape:

_____

_____

_____

9. Other comments, questions, suggestions:_____

_____

_____

PLEASE FOLD, STAPLE, STAMP AND RETURN TO ADDRESS BELOW:

Ms. Sarah Dame Wargo
Department of Education
Division of Vocational Education
Dissemination & Diffusion Section
Knott Building
Tallahassee, FL 3230]

APPENDIX C:

SAMPLE NETWORK MATERIALS

Task Force Meeting Agenda

EMPLOYABILITY SKILLS SERIES TASK FORCE

AGENDA

JANUARY 15, 1982

CONVENE 8:30 A.M.

INTRODUCTIONS, ORIENTATION

PURPOSE/PHILOSOPHY OF TASK FORCE

APPOINTMENT OF CHAIRPERSON

VICE-CHAIRPERSON

SECRETARY

REGIONAL CHAIRPERSONS

REVIEW, STATUS OF DISSEMINATION & DIFFUSION

D/D CONSULTANT

MEMBERS OF TASK FORCE

IDEA SESSION

LUNCH

RECOMMENDATIONS FOR FOLLOW-UP ACTIVITIES

PLAN OF WORK AND NEED FOR FUTURE MEETINGS

TRAVEL FORMS

ADJOURN 3:30

Letters to Prospective Network Members

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

RALPH D. TURLINGTON
COMMISSIONER

TALLAHASSEE 32301

Joe D. Mills
Director
Division of Vocational Education

October 18, 1983

Dr. Fred Schollmeyer
Executive Director
Vocational Program Services
Dade County Schools
1450 N.E. Second Avenue
Miami, FL 33132

Dear Dr. Schollmeyer:

You were recommended by Alice Tingler as a person who would be an asset to the Employability Skills Series user support network. This network was established to provide information about the Series and offer technical assistance in its use. The enclosed brochure explains what the network is and how it works.

As a network member you might:

- conduct workshops on how to use the materials (if funds were provided by the school requesting the workshop)
- refer users to human and material resources for the Series
- visit teachers to demonstrate how to set up classroom management systems, additional activities, etc.
- set up an employability skills resource center
- promote the Series at meetings and conferences you attend

Educators have indicated that these kinds of sharing activities are a great help in using the materials most effectively, and also a valuable experience in terms of being able to interact with others.

As a prerequisite to joining the network, you would attend a five hour training workshop. At the workshop you would receive an inservice training kit to use with teachers in your region. It includes a sample set of the Employability Skills Series, a Participant's Guide (planning workbook for using the materials), a filmstrip, "The How and Why of Competency-Based Instruction," and information on resources to use with the the Series. You would also receive at the workshop all the necessary training and information you will need to assist teachers in using the Employability Skills Series.

Affirmative action/equal opportunity employer

Will you please look over the enclosed materials and consider becoming part of our network? A workshop for your area will be planned for later this year. Also, you may be trained by any of the network members on the attached list of network members in your area.

Please call me if you need further information. If you want to join us, please return the enclosed form. Hope to hear from you soon.

Sincerely,

Sarah

Sarah Dame Wargo, Consultant
Dissemination/Diffusion Section

SDW/gdw

Enclosures

COMPLETE, FOLD, STAPLE AND RETURN

_____ YES, I WOULD LIKE TO JOIN THE EMPLOYABILITY SKILLS SERIES NETWORK

_____ I WOULD LIKE TO ATTEND THE NEXT E.S.S. WORKSHOP IN MY AREA

_____ I WILL RECEIVE MY E.S.S. TRAINING FROM _____ (NAME OF NETWORK MEMBER)

_____ PLEASE SEND ME MY E.S.S. NETWORK KIT NOW

_____ I WILL RECEIVE MY E.S.S. KIT AT THE WORKSHOP

MS. SARAH DAME WARGO, CONSULTANT
DIVISION OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
DISSEMINATION/DIFFUSION SECTION
KNOTT BUILDING
TALLAHASSEE, FL 32301

Sample Workshop Invitation

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

Dear Employability Skills Series Advocate:

Your name has been selected because you have expressed an interest in the Employability Skills Series. The Division of Vocational Education is recruiting local facilitators for the Series. As a local facilitator, you would serve as a resource person for teachers in your area who need assistance in using the materials. Your activities might include:

- conducting workshops on how to use the materials (if funds were provided by the school requesting the workshop)
- referring users to human and material resources for the Series
- visiting teachers in other schools to demonstrate how to set up classroom management systems, additional activities, etc.
- setting up an employability skills resource center in your school or classroom
- receiving other teachers in your classroom to demonstrate how to use the Series
- promoting the Series at meetings and conferences you attend

Teachers have indicated that these kinds of sharing activities are a great help in using the materials most effectively, and also a valuable experience in terms of being able to interact with other teachers. I hope you will be able to participate in the training workshop for facilitators in your region:

May 10, 1984
9:00 A.M. - 3:00 P.M.
Lee County Voc. Tech. Center
3800 Michigan Ave.
Ft. Myers, FL
(Map enclosed)

Payment for travel will be the responsibility of the participant. At the workshop you will receive an inservice training kit to use with teachers in your region. It includes a sample set of the Employability Skills Series, a Participants' Guide (planning workbook for using the materials), a filmstrip, "The How and Why of Competency-Based Instruction," and information on resources to use with the Series. You will also receive at the workshop all the necessary training and information you will need to assist other teachers in using the Employability Skills Series.

Enclosed in this packet are two copies of a letter you may wish to present to your supervisor(s) to gain support for your attendance.

Will you please complete the attached form, staple, and return it to me before May 1st to indicate whether or not you can attend the workshop in your region. If you have further questions, call me at (904) 488-0405, or SunCom 278-0405. I am looking forward to hearing from you and hope that you will be able to attend!

Complete, Fold, Staple and Return

NAME: _____

SCHOOL: _____

ADDRESS: _____

PHONE: _____

PROGRAM AREA: _____

I will attend the facilitators workshop _____

I am interested in being a facilitator but cannot attend the workshop _____

I am not interested in being a facilitator _____

Ms. Sarah Dame Wargo
Department of Education
Division of Vocational Education
Dissemination & Diffusion Section
Knott Building
Tallahassee, Fl 32301

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

April 10, 1984

Dear Supervisor:

Please note the attached invitation to the Employability Skills Training Workshop.

I hope you will find participation of your teachers in the Employability Skills Series support network agreeable.

At the training workshop, participants will gain materials, information and skills helpful to your school, as well as to other teachers in your area. We believe the idea of teachers helping other teachers will be beneficial to all concerned.

Please call me if you have any questions at (904) 488-0405, or SunCom 278-0405.

Sincerely,

Sarah

Sarah Dame Wargo, Consultant
Dissemination/Diffusion Section
Division of Vocational Education

SDW/gdw

enclosures

Affirmative action/equal opportunity employer

Workshop for Inservicing
New Vocational Curriculum:
Spanish Employability Skills Series

Number:

Inservice Points:

General Objectives:

To orient teachers and district supervisors to the use of new competency-based curriculum materials for vocational programs and to distribute these materials to the teachers.

Specific Objectives:

1. To distribute student materials and Instructor's Guide to teachers.
2. To make teachers and supervisors aware of the materials, their source, content, validity and application.
3. To instruct teacher and supervisors in the use of the materials.

Description/Activities:

1. General review of materials
2. Practice working through materials
3. Hear from teachers who have used the materials
4. Classroom management suggestions

Evaluation:

The Division of Vocational Education will provide a workshop evaluation at the end of each workshop. Impact studies will be made from six months to a year after a workshop is held to determine the successful use of the curriculum materials.

Network Members Training Workshop Agenda

EMPLOYABILITY SKILLS SERIES

TRAINING WORKSHOP AGENDA

9:00A.M. - 9:30 A.M.	**Sign-In** **Welcome** **Introductions** Workshop Objectives: (1) Participants will learn what the Employability Skills Series is, how it was developed, how to use it in a competency-based manner, and how to facilitate its use. (2) Participants will learn what the User Support Network is, how it was developed, how it works, and what their role in it is. (3) Participants will plan an Employability Skills Series Training Workshop for their school or district.
9:30A.M. - 9:45A.M.	The Employbility Skills Series: How It Was Developed, Objective #1 **Sarah Dame Wargo, Division of Vocational Education, Tallahassee**
9:45A.M. - 10:00A.M.	How to Use the Employability Skills Series, Objective #1
10:00A.M. - 10:15A.M.	**Sarah Dame Wargo** **Review Materials, Objective #1**
10:15A.M. - 11:30A.M.	Employability Skills Classroom Activities and Management, Objective #1 **Dee Carroll, Lee County Voc. Tech.**

1:00P.M. - 1:15P.M.		The Employability Skills Network, Objective #2
1:15P.M. - 2:15P.M.		Your Role as Trainer, Objective #2 **Joel Azrican, Career Education Specialist, Dade County**
2:15P.M. - 2:45P.M.		Planning an Employability Skills Workshop, Objective #3 **Sarah Dame Wargo**
2:45P.M. - 3:00P.M.		Wrap-Up

Request for Additional Names

COMPLETE, FOLD, STAPLE AND RETURN

I WOULD LIKE TO RECOMMEND THE FOLLOWING PERSON FOR THE EMPLOYABILITY SKILLS SERIES USER SUPPORT NETWORK.

NAME: _____

SCHOOL: _____

ADDRESS: _____

PHONE: _____

PROGRAM AREA: _____

RECOMMENDED BY: _____

MS. SARAH DAME WARGO, CONSULTANT
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
DISSEMINATION & DIFFUSION SECTION
KNOTT BUILDING
TALLAHASSEE, FL 32301

Candidates for participation in Regional Training Sessions were submitted from the following sources:

1. D/D correspondence files, meetings, conferences, phone calls, etc.
2. Regional Program Consultants
3. Employability Skills Task Force Members
4. DVE Administrators

Please feel free to submit additional names for the network. We need people who are (1) enthusiastic about the materials, (2) knowledgable in the use of the materials, (3) capable of working well with others. Send names to:

Sarah Dame Wargo
Department of Education
Division of Vocational Education
Dissemination & Diffusion Section
Knott Building
Tallahassee, Fl 32301

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

RALPH D. TURLINGTON
COMMISSIONER

TALLAHASSEE 32301

Joe D. Mills
Director
Division of Vocational Education

October 4, 1983

MEMORANDUM

TO: Regional Program Consultants

FROM: Sarah Dame Wargo Sarah

RE: Employability Skills Series
User Support Network

About a year ago we established this network to spread information about the Employability Skills Series and assist teachers in its use. A brochure explaining the network is attached. Since then, we have trained over 100 teacher trainers in various program areas who will be available to lend assistance by training other teachers how to use the materials and sharing resources and classroom management ideas. A list of network members by program area is attached. We want to have at least one person in each region for each program area. As you can see, there are gaps in the list. This year we will conduct another series of teacher training workshops. To give you an idea of what a workshop involves, a sample invitation and agenda are attached.

Will you please take a moment to submit the names of people in your program area who could serve as trainers for the Series. We need people who are enthusiastic, knowledgeable and work well with others. A form is attached for your convenience. By participating in the network they will not only help others, but will also receive free materials, information and recognition for themselves.

Please call me (488-0405) if you want to talk further.

Thanks for your help!

SDW/gdw
Attachments
C: Warren Harrell
James Barge
Richard Ray

Affirmative action/equal opportunity employer

Employability Skills News

Use this form to report employability skills events in your school or district.

Employability Skills News

Reporter's Name _____

School _____

Region _____ County _____ Date _____

Event: _____

PLEASE FOLD, STAPLE, STAMP & RETURN

Sarah Dame Wargo
Department of Education
Division of Vocational Education
D/D Section
Knott Building
Tallahassee, Fl 32301

Innovative Program

Recommendation Form

Use this form to recommend Employability Skills programs you feel merit special recognition as exemplary programs. Send recommendations to Sarah Dame Wargo, Division of Vocational Education, Department of Education, D/D Section, Knott Building, Tallahassee, Florida, 32301. Some examples of innovative programs are included on the page after the form.

Program or Course Title: English as a Second Language

School: Gulf Coast Community College

Description of Innovation: Employability Skills Training Integrated into English as a Second Language

State Course Number: ESL 1181, ESL 1182; also noncredit ESL classes

County: Bay

Teacher and/or Administrator Responsible for Innovation: E.S. Tracey, Rita C. Miller, John Vallas, Patricia Allen

Vocational Education Consultant: Lewis Baber, Associate Dean for Career Studies

Linking employability skills training with academic instruction helps make the transition to life in the United States easier for students in the English as a Second Language (ESL) program at Gulf Coast Community College.

The program, which is part of the college's Individualized Manpower Training System (IMTS) lab, is staffed by two instructors, a tutor, and an aide. A fifth staff member, a vocational liaison, worked with community agencies to identify and recruit participants during the early stages of the program. In its first year the program served 182 students from some two dozen different countries.

Incoming students are first interviewed and tested to determine their general language ability and previous training or experience. The staff then writes individual prescriptions to provide each student with a program of independent study in the IMTS lab, in addition to classroom instruction.

The beginning level of classroom instruction focuses on vocabulary, pronunciation, and conversation. The intermediate level stresses basic sentence structure and grammar and prepares students to take the citizenship test. Students in advanced classes improve their conversational skills and further develop their writing skills.

Lessons in employability skills are integrated into each level of instruction. Beginning students learn to use public services, explore the concepts of time and money, and practice filling out job applications. In the intermediate class, students learn how the government functions; they also acquire job-search skills, complete a resume, and practice interviewing. Advanced students learn appropriate job attitudes and behavior through role playing, videotape an interview session, and develop money-management skills. The program also includes a variety of social activities, from campus concerts and art exhibits to movies and guest speakers, designed to increase students' awareness of the customs and culture of the United States.

The ESL staff members keep in close contact with the instructors of students taking other courses at the college. If a student has difficulty in a course, the ESL instructors locate or develop supplemental materials and follow up to make sure the difficulty is resolved. They also work with area employers to develop employment opportunities for the students.

Program or Course Title: Occupational Safety

School: Pensacola Junior College

Description of Innovation: First Aid and CPR Instruction

State Course Number: OCS 0101

County: Escambia

Teacher and/or Administrator Responsible for Innovation: Ronald J. Berthelot

Vocational Education Consultant: Charles Key, Dean School of Career Development

This Occupational Safety course at Pensacola Junior College not only teaches students safe work habits, it also teaches them what to do when a medical emergency occurs.

Developed in the Industrial Technology Department, the course is now required by more than two dozen programs in four other departments of the college.

Students become acquainted with the safety standards of OSHA (the Occupational Safety and Health Act) and learn how to establish and maintain a safe working environment. The first-aid portion of the course, which is endorsed by the American Red Cross, includes instruction and practice in cardiopulmonary resuscitation (CPR) in addition to standard first aid.

The instructor, who holds a Red Cross Instructor's Authorization, has worked as an emergency paramedic as well as in industry. One method used during skills demonstration is for the instructor to describe a situation to which students must respond by administering corrective actions on a mannequin. For example, the instructor issues a series of rapid-fire statements describing a patient who collapses, stops breathing, and goes into shock; students are expected to respond immediately with the appropriate procedure for each condition.

To receive credit for the course, students must satisfactorily complete written examinations and demonstrate first-aid and CPR skills. Each student who completes the course receives a Red Cross card certifying that s(he) has successfully completed a basic life support course in cardiopulmonary resuscitation.

BEST COPY AVAILABLE

INNOVATIVE PROGRAM RECOMMENDATION FORM

I would like to recommend for consideration by the Division of Vocational Education, Florida Department of Education, a program that I believe is outstanding and worthy of statewide recognition in the *Florida Vocational Journal* and the next *Catalog of Innovative Vocational Education Programs*. This program is creative in its approach, imaginative in nature, and has a combination of elements that are unique in method or technique of presentation.

Name of Program: _____

_____

Location: _____
(Name of Institution or Agency)

_____
(City and County)

Person Responsible for Innovation:

Name _____ Title _____

In the space provided below briefly describe why this program is innovative:

_____
Signature of Person Recommending Program

_____
Address

_____ _____
Telephone Number

Workshop Report Form

Use this form to report workshops you have conducted for Employability Skills.

Employability Skills Series
Workshop Report Form

Workshop Leader's Name _____

School _____

Region _____

County _____

Date of Workshop _____

Group Addressed _____

Number of Participants _____

PLEASE FOLD, STAPLE AND RETURN

Sarah Dame Wargo, Consultant
Division of Vocational Education
Department of Education
Dissemination/Diffusion Section
Knott Building
Tallahassee, FL 32301

Newsbrief

NEWSBRIEF

A User Network for the Employability Skills Series

What is the Employability Skills Series?

The Employability Skills Series is a set of six competency-based student workbooks and instructor's guides on how to get and keep a job. It includes Choosing an Occupation, Your Job Search, Applying for a Job, Good Work!, Personal Finances, and Job Changes. It was developed and disseminated by the Florida Division of Vocational Education in 1977. Now that the materials have been in the field for several years, linkage of the local resources teachers have developed to support their use is needed.

What is a User Network?

A user network is a state-wide bank of human and material resources which provides support for the use of curriculum materials in the classroom.

Why have a Network?

Teacher surveys and site visits indicate that in order to use materials effectively, instructors need continued contact with human and material resources. A user support network provides instructors with access to these resources. The network links classroom teachers, administrators, teacher educators, supervisors, counselors, local Teacher Education Center staff and other materials advocates/experts.

How?

A network composed of educators who have interest in and expertise in the use of these materials has been formed. The network includes teachers and administrators from Vocational Education, Career Education, Education for the Handicapped, Bilingual Education, Guidance, Teacher Education, and community organizations and agencies that deal with employability skills training.

The goal of the network is to (1) saturate the Florida educational system with information on the merit and availability of the Series, and (20) offer assistance in its use through technical assistance and material resources.

Toward these goals, the network will (1) develop additional materials to use with the Series: videotapes, resource guide, inservice workbook; (2) conduct workshops to create a trained cadre of facilitators for the Series, who will conduct inservice workshops, visit teachers, make conference presentations; (3) include information on the Series in various meetings, conferences and newsletters; (4) gather information on materials use through a user questionnaire; (5) create a special edition of the Series for use with handicapped students; (6) create a computerized human resource bank through Florida Educational Information Service.

How Can I Help?

Do you want to become a part of the network? Do you need assistance or information? Do you have questions, ideas, suggestions?

Please complete and return the form below to:

Sarah Dame Wargo
Dissemination/Diffusion Section
Bureau of Research, Dissemination & Evaluation
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

(904) 488-0405, Suncom 278-0405

Help will be on its way!

— I want to conduct workshops for other teachers on how to use the Series. Please invite me to the next training workshop for Employability Skills Series facilitators.

— I want to serve as a resource person for the Series. Please add my name to the human Resource Bank.

— I want help. Please send me a list of Employability Skills Series facilitators.

Name: _____

Title/Program Area: _____

School: _____

School Address: _____

_____

County: _____

Phone: _____

Classified Ad for

Florida Vocational Journal

The Employability Skills Series Network is looking for locally developed instructional materials on employability skills for handicapped students. After a search and review, selected materials will be compiled into a special edition of the Series for teachers of the handicapped. Please help us share these resources. Write Sarah Dame Wargo, Division of Vocational Education, D/D Section, Knott Building, Tallahassee, Florida 32301 or call (904) 488-0405.

Classified Ad for

Florida Vocational Journal

Are you or someone you love teaching employability skills? Did you know that there is a statewide network of teachers, counselors and administrators who teach these skills? We can help you find resources and share experiences with other educators. We offer free training and materials. Write:

Sarah Dame Wargo, Consultant
Department of Education
Division of Vocational Education
Dissemination/Diffusion Section
Knott Building
Tallahassee, FL 32306

Letter to Workshop Participants

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

September 31, 1983

Thank you for taking time from your busy schedule to attend the Employability Skills Series Facilitator Training Workshop. Your willingness to go beyond ordinary dedication is a step toward more effective education.

You are now a part of a growing network of Employability Skills Series users whose mission is to spread information about the Series and offer assistance in its use to other teachers. Attached is a list of current participants. During the next year, we hope to fill in the gaps so that every vocational area in each region will be represented.

During the coming months, you will be informed of events and opportunities to participate in Employability Skills activities. You will also be receiving some useful materials and information.

Remember, you are a vital link between teachers in your area and the resources needed to prepare students for the important transition from school to job survival.

We appreciate you, and look forward to seeing you again.

Sincerely,

Joe Mills

Joe D. Mills, Director

SWW

Attachment

Affirmative action/equal opportunity employer

Certificate of Appreciation

Certificate of Appreciation

This is to recognize

_____

for outstanding leadership and service in

Vocational Education

Presented this _____ *day of* _____

Director, Division
of Vocational Education

EMPLOYABILITY SKILLS FOR SUCCESS SERIES

Bureau Chief, Bureau of Vocational
Research, Dissemination,
and Evaluation

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